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ABSTRACT

General guidelines for faculty members and teaching assistants are presented to aid them in taking whatever steps are necessary to reasonably accommodate students with disabilities. The difference between a disability and a handicap is explained, and the importance of a positive and helping attitude is stressed. Major disabilities are discussed and ways for increasing course access are suggested. The following conditions are covered: visual impairment; hearing impairment; motor impairments; speech disorders; hidden disabilities, such as epilepsy, diabetes, and heart conditions; and respiratory conditions. Resources that are available at the State University of New York at Albany are listed. H.E.W. Final Regulations on Section 504 of the Rehabilitation Act of 1973, effective June 3, 1977, are included. (SW)

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DEALING WITH DISABILITIES

H.E.W. 504 REGULATIONS

GENERAL INFORMATION FOR FACULTY AND TEACHING ASSISTANTS

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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GENERAL INFORMATION FOR FACULTY AND TEACHING ASSISTANTS*

UNDERSTANDING THE DIFFERENCE BETWEEN DISABILITY AND HANDICAP

As it applies to the University, a disability is a physical, emotional, or sensory impairment that has been diagnosed by medical, or other specialists. The disability usually requires some adjustment of the individual's environment to facilitate functioning (for example, wheelchair, seeing eye dog, hearing aid, special preparation of instructional material, tape recorders, counseling, larger passageways, and so forth).

A disability becomes a handicap when the individual with the disability and/or when other individuals in society present difficulties and obstacles that create barriers which interfere with participation. An individual may be disabled because of a physical, emotional, or sensory impairment, but is only as handicapped as society allows him or her to be.

The greatest barrier that disabled students face is Attitudes. The best way to develop a positive and helping attitude is to become involved with an individual on a personal basis and to become informed about disabling conditions. Most individuals prefer the term "disabled" rather than "handicapped," and do not wish to be labeled according to a particular disability. Classification and labeling promote stereotyping.

The following information provides suggestions and recommendations that will promote access to your courses, your knowledge and to you as another individual.

Contact the Rehabilitation Service Office for more detailed printed information regarding the disability and possible classroom modifications. This office can also provide specialized help regarding individual students.

GENERAL GUIDELINES

At this time, there is no set of revised academic requirements which reflect the specific needs of students with disabilities. Until such academic requirements are established, faculty members should feel free to take whatever steps they deem necessary to reasonably accommodate these students. Such accommodations might include changes in classroom attendance rules and exam requirements and procedures. Alternate types of examinations may include Braille, substitution of oral for written material or vice versa, transcriptions on tape or some other format suggested by the student.

**This publication deals with individuals who have disabilities and/or handicapping conditions. The general term "student" will be used to refer to these individuals.*

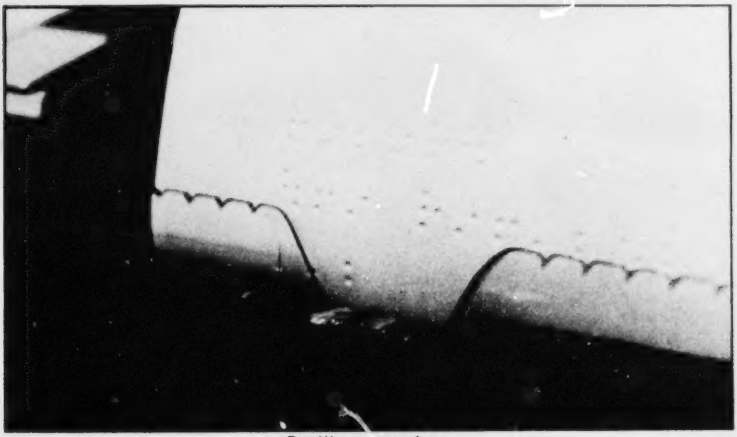
Neil C. Brown, Jr., Dean for Student Affairs, participating in The University at Albany's Awareness Day.

Additionally, the method of presentation of course material may have to be altered to adjust for individual handicaps. For those with auditory disabilities for example, in some cases it may be necessary to substitute written or other types of visual presentations for oral material. In those cases where the exact material cannot be duplicated, it may be necessary to substitute material of parallel content.

Of course, all changes and accommodations must be compatible

with the specific needs of each individual, and therefore, they will necessarily differ from one situation to another. It will be equally incumbent upon both the student and the professor to meet and cooperate to devise a mutually satisfactory academic/logistical relationship. Do not hesitate to speak to such students to discuss which accommodations are most helpful.

LEARN IN ADVANCE WHO IN YOUR CLASSES WOULD NEED ASSISTANCE IN CASE OF FIRE OR OTHER EMERGENCY. YOU (OR ANOTHER DESIGNATED PERSON) SHOULD ESCORT THOSE STUDENTS.



Braille typewriter.

VISUAL IMPAIRMENT

1. Ask permission to give assistance.
2. Verbalize any material written on the blackboard or overhead projectors, taking care to give details about diagrams, charts, etc.
3. Visual material such as instructors' handouts to be used during class should be given to students a class or two in advance.
4. Special arrangements regarding types of exams or quizzes (Braille, taped, oral, reader assisted) and time allotment should be worked out with the individual student at the start of the semester.
5. Be mindful of physical obstacles. For example, keep the classroom door either wide open or closed - never half open.
6. Many students use textbooks recorded on tape and you should be prepared to furnish the title of your text two to three months in advance. Obviously changes in texts will present problems.
7. It is not necessary to call attention to the presence of a guide dog. At the request of the student, an announcement should be made that guide dogs are not to be petted or talked to.
8. Make arrangements with the student as to the procedures that will be followed in a fire drill or other emergency.

HEARING IMPAIRMENT

1. The major point to remember when lecturing is to avoid speaking to the blackboard or away from the students. Many students use note takers or interpreters.
2. Students should be seated to their best advantage.
3. Avoid standing with your back to a window or other light sources.
4. Notify the interpreter in advance when you plan to use materials that require special lighting.
5. An outline will aid the interpreter and the student to follow the lecture.
6. Present new vocabulary in advance.
7. Visual aids are a tremendous help.
8. Slowing the pace of communication often helps to facilitate comprehension.
9. Avoid unnecessary pacing and speaking while writing on the blackboard.
10. When vital information is presented, make sure the student is not left out.
11. All questions or statements from students should be repeated.

STUDENTS WHO USE WHEELCHAIRS OR ARE OTHERWISE MOTOR IMPAIRED

Motor impairments may affect upper or lower limbs, or both. In addition to those who travel by wheelchair, some students have motor impairments that affect their ability to write or do other manual tasks in the classroom or laboratory. These students will use attendants, note takers, or specialized equipment. Ask permission to give assistance.

SPEECH DISORDERS

Students with speech or communication disorders encounter many problems in the classroom. The presence of a speech defect places the student under stress especially when recitation is indicated. Although instructors should not ignore or deny this disability, it is important to try to put the student at ease and allow sufficient time for repetition.

HIDDEN DISABILITIES

Some students have "hidden disabilities" such as epilepsy, diabetes, and heart conditions. These students are asked to voluntarily acquaint you of their disability in order that you may be informed should any medical emergency arise. If an emergency does arise, immediately contact the Health Service (457-8633).

Debra Hamilton, disabled graduate student, recipient of the Feminist Alliance "Woman of the Month" Award, March 1978, The University at Albany.

RESPIRATORY CONDITIONS

(Asthma, Cystic Fibrosis, Emphysema,
Chronic Bronchitis, Allergies)

Certain students who have respiratory conditions or allergies are endangered by the harmful fumes of tobacco smoke. The presence of fumes creates an unavoidable atmospheric barrier for such students and acts as a health hazard for everyone. All instructors are urged to enforce the "no smoking" policy in classroom, lecture centers and lab-

Roberta Berg, Secretary, Office of Student Life, reading braille.

oratories for the protection of those whose health problems are not visible.

PRACTICUM EXPERIENCES SUCH AS INTERNSHIPS, STUDENT TEACHING, INTERNATIONAL PROGRAMS, ETC.

All qualified students must be given an equal opportunity to participate in all off-campus training experiences such as overseas programs or student teaching.

For practicum experiences that are an integral part of the curriculum, it is necessary to keep in mind the above suggestions for program accessibility.

LIBRARY RESOURCE ROOM

Room B-16 of the Library has been designated as a Special Facilities Room for students who cannot read standard print. This room contains specialized equipment such as a Visual Tek machine, a Varispeech II tape device for listening, and a selection of talking books and large print publications. Frank Pozo, the Library Special Facilities Room Coordinator can be contacted in regard to these special library services. (457-3347)

REHABILITATION SERVICES OFFICE

Anyone may contact Rehabilitation Services, Office of Student Life, telephone number 457-1295, Campus Center for assistance and further information. The Coordinator is Sabina Vermeulen.

HEW FINAL REGULATIONS ON SECTION 504 OF THE REHABILITATION ACT OF 1973

(Effective June 3, 1977)

Section 504 provides that "No otherwise qualified handicapped individual*** shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." The regulation, which applies to all recipients of Federal assistance from HEW, is intended to insure that their Federally assisted programs and activities are operated without discrimination on the basis of handicap. The regulation defines and forbids acts of discrimination against qualified handicapped persons in employment and in the operation of programs and activities receiving assistance from the department. As employers, recipients must make reasonable accommodations to the handicaps of applicants and employees unless the accommodation would cause the employer undue hardship. As providers of services, recipients are required to make programs operated in existing facilities accessible to handicapped persons, to insure that new facilities are constructed so as to be readily accessible to handicapped persons, and to operate their programs in a non-discriminatory manner.

DEFINITION

A "handicapped person" is someone who, 1. has a physical or mental impairment which substantially limits one or more major life activities (functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working); 2. has a record of such an impairment (has a history of mental or physical impairment or has been misclassified as having such); or 3. is regarded as having such an impairment (has a physical or mental impairment that does not substantially limit major life activities but is treated by a recipient as having such a limitation; or has an impairment which limits major life activities only as a result of the attitudes of others toward such an impairment; or has no impairment - as defined in these regulations - but is treated by the recipient as having such an impairment).

SECTION 504 - PART 84.44 ACADEMIC ADJUSTMENTS

A. Academic Requirements. A recipient to which this subpart applies shall make such modifications to its academic requirements as are necessary to insure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this Section. Modifications may include changes in the

length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which the specific courses are conducted.

B. Other Rules. A recipient to which this subpart applies may not impose upon handicapped students other rules, such as the prohibition of tape recorders in the classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient's education program or activity.

C. Course Examinations. In its course examinations or other procedures for evaluating students' academic achievements in its programs, a recipient to which this subpart applies shall provide such methods for evaluating the achievement of students who have a handicap that impairs sensory, manual, or speaking skills as will best insure that the results of the evaluation represent the students' achievement in the course, rather than reflecting the students' impaired sensory, manual, or speaking skills (except where such skills are the factors that the test purports to measure).

D. Auxiliary Aids.

(1) A recipient to which this subpart applies shall take such steps as are necessary to insure that no handicapped student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the recipient because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

(2) Auxiliary aids may include taped texts, interpreters, or other effective methods of making orally delivered materials available to students with hearing impairments, readers in the libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

APPROVED SMOKING POLICY (Effective March, 1978)

I. That the University Senate adopt a policy that smoking in classrooms, lecture halls, and laboratories be prohibited on this campus.

II. That the University administration, after consultation with relevant governance bodies, establish as soon as possible reasonable limitations on smoking in other appropriate areas of the campus not covered by this policy or state or local law.*

**State law currently provides that smoking is prohibited in libraries, museums, theatres, and other indoor facilities open to the public, except for places within these facilities designated as separate smoking areas.*